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ABSTRACT

Services provided by the National Central Library in Dar es Salaam are: a fully organized public reference and lending service for both adults and children, a central book processing and supply unit, and a central advisory service. The Tanganyika Library Service also provides: branch libraries, rural mobile library services, loan of collections to a wide variety of institutions, a nation-wide postal library service, and a school (mobile) library service is in the offing. The role of libraries in Tanzania and the library services provided are discussed. (NH)

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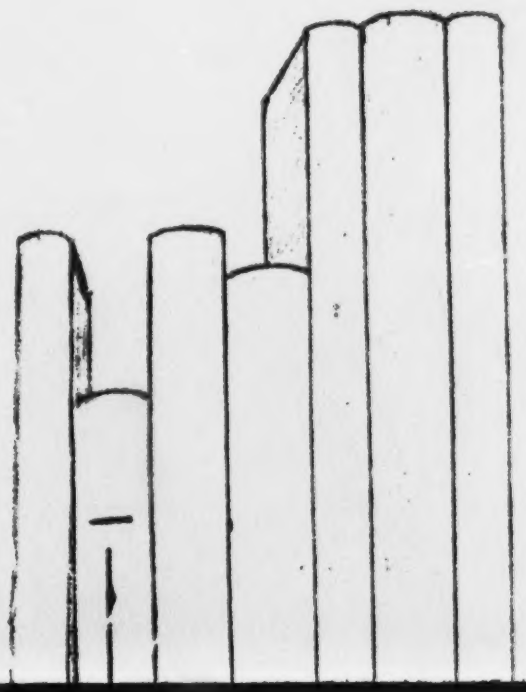
what we do

BOOKS
FOR
ALL



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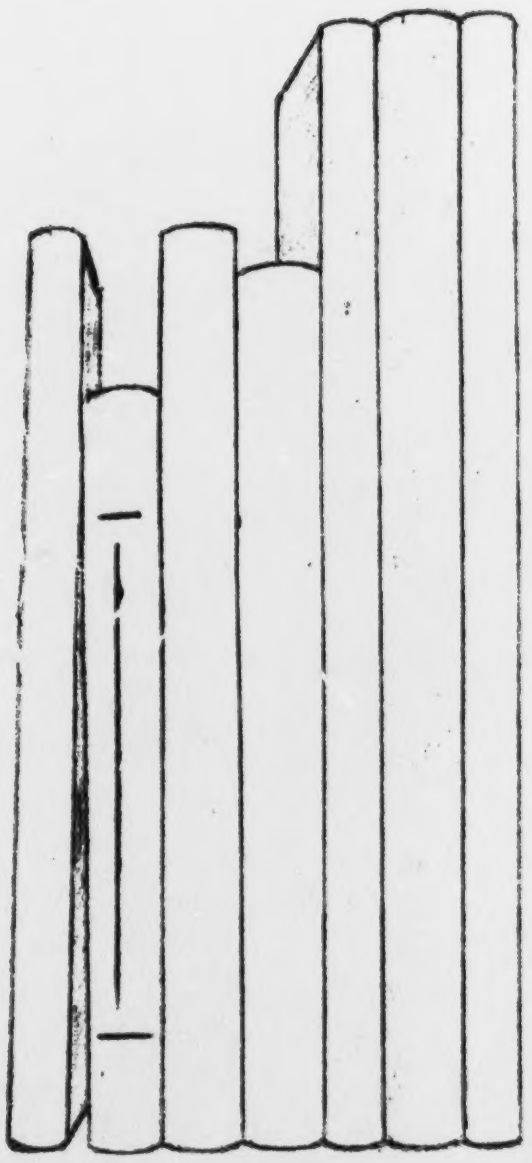

TANGANYIKA LIBRARY SERVICE

LI 003 107

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CONTENTS

Introduction

A. THE ROLE OF LIBRARIES IN TANZANIA

(i) Speech by the President, Mwalimu Julius K. Nyerere, at the opening of the Central Library, Dar es Salaam, December 9th, 1967

(ii) Extract from the Annual Report of the Tanganyika Library Services Board 1966/67

B. A LIBRARY SERVICE FOR ADULTS

C. A LIBRARY SERVICE FOR SCHOOLS

D. A LIBRARY SERVICE FOR CHILDREN

E. TAKING BOOKS TO THE RURAL READER

(i) The Postal Library Service

(ii) The Book Box Service

- The old system
- The new system

(iii) The rural mobile library service

- Libraries on wheels

(iv) Books for Adult Education

INTRODUCTION

The Tanganyika Library Service is a parastatal organisation under the Ministry of National Education.

Governing body

The governing body of the Library Service is the Tanganyika Library Services Board which was established by Government in 1963. The members of the Board are appointed by the Minister for National Education. The functions of the Board are "to promote, establish, equip, manage, maintain and develop libraries in Tanganyika".

The Board consists of ten members and meets approximately six times a year. A number of advisory committees have been provided and the Board has recently decided to extend this policy by the establishment of advisory committees to cover libraries in educational establishments, libraries in para-statal organisations, and government departmental libraries.

Finance

The Library Service is financed by means of a subvention from the Central Government (Ministry of National Education), local authorities and grants from a number of organisations.

Type of services provided

(a) The National Central Library

Situated in Dar es Salaam it is the headquarters of a nation-wide library service. It is a fully organised public reference and lending service for both adults and children; a central book processing and supply unit, and a central advisory service.

(b) There are branch libraries in Arusha, Bukoba, Iringa, Kibaha, Korogwe, Moshi, Mwanza and Tanga.

(c) There are rural mobile library services operating from Mwanza, Tanga and Kibaha.

(d) Loan collections are provided to a wide variety of institutions.

(e) There is a nation-wide postal library service.

(f) A school (mobile) library service is in the offing.

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(f) A school (mobile) library service is in the offing.

Development programme

Under the current five year development plan (1969-74) new libraries will be built at Morogoro, Mbeya, Tabora and Mtwara.

E.E. Kaungamno,
Director of Library Services.

Dar es Salaam,
29th March, 1971

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A. THE ROLE OF LIBRARIES IN TANZANIA

(i) Speech by the President, Mwalimu Julius K. Nyerere, at the opening of the Central Library, Dar es Salaam - December 9th, 1967

Mr. Chairman, Your Excellencies, Ladies and Gentlemen,

For a President who is also a teacher there could be few more pleasurable occasions than theopening of a new Central Library. For books are a very important way to knowledge, and to self-improvement; from them we can learn new ideas, new techniques of working, and new methods. We can learn about the development of man in all its different aspects; we can broaden our understanding of other peoples, and even of ourselves. All the experiences of mankind, all his discoveries and his inventions, can be learned about through reading. And the provision of a National Library Service in Tanzania means that this knowledge is made available to all our literate citizens, and through them to the people who have not yet learned to read. Truly, the 135,868 books at present in the stock of the Tanganyika Library Service can be of very great importance to us in this country, and to our development.

The fine building we are opening today is the Central Library for the whole of Tanzania. It includes the Dar es Salaam public library, where people can come and read, and from which they can borrow books. For that alone it would be an asset to us. But the real importance to our nation of this Central Library derives from the fact that it is the hub of a wheel, from which spokes will reach out to towns and villages throughout mainland Tanzania. Of course, much of this development is still in the future; but a start has been made, and the policy is very clear. There are already five branch libraries operating - in Bukoba, Iringa, Kibaha, Moshi, and Tanga; and one will soon open in Mwanza. How fast we shall op n up in other areas depends not only upon the Library Board and the librarians; it also depends upon the continued co-operation of Local Authorities - and, I am afraid, their willingness to contribute financially! But so far the experience in this matter has been very good, and congratulations are due not only to the towns named, but also to others which are looking ahead by earmarking good sites for a future library, and preparing plans for the small financial contribution.

Inevitably, both the Central and Branch libraries are in towns; that is thenature of towns! But our Tanganyika Library Service has already begun the service to the rural areas which it is our ambition to provide, and an important part of the building we are opening today is devoted to that work. There is available a Postal Service throughout

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Another method by which the Library Service assists people in the more rural areas is through a system of "Loan Collections" to responsible institutions. 75 schools, community centres, and other such places - including prisons! - now use this service, and have boxes of between 100 and 500 books available for free borrowing. When these have all been read, an exchange can be made for a very small payment by the institution. Once again, I believe this service must be expanded as rapidly as possible.

It is, of course, true that the limited number of Swahili books which are at present available reduces the usefulness of such services as far as the majority of our people are concerned. But we cannot blame the library for not stocking books which are not published! Even now 5% of the books in stock are written in Swahili, and I know that the Library Service will add to that number as fast as new books are printed. I also notice however, that only 2½% of the books which are borrowed are Swahili language books, so before we start complaining too much we must work to extend the use made of our libraries by the people who are literate only in this language.

There is another point on which I would like to commend the Library Board, and the staff - who appear to me to be extremely hard-working people. It has been realised that it is very wasteful for a lot of small working libraries to be established in different institutions and different government departments, if these are all unco-ordinated and duplicated. Obviously, many offices do require specialised libraries with books immediately available. But anyone who has worked for some time in a Government department, knows that very often in the past these collections of books and journals have been useless because they are not properly catalogued or cared for. Also some money has been wasted because of duplication. The Library Service has now begun to assist in clearing up this problem, and in making efficient services available to those who need reference books for their work. I hope that all Government Departments will co-operate with the Library in this: we cannot afford wasteful duplication, and when we do spend money on a book collection it must fulfill its purpose. I understand, Mr. Librarian, that State House is one of the Government offices which has already sought your assistance, so I would like to take this opportunity to say a personal thank you - and to assure you that your help is much needed!

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School libraries are another area where the National Library Service can make a contribution to the development of a system where the right books are available at the right place and at the right time - that is, as far as our limited resources allow. Already plans have been prepared for a pilot project in three Regions, which we hope will lead to a marked improvement in School Libraries. I understand also that in 1968 a School Librarian specialist is being sent to the National Library Service by Unesco, so we have reason to hope for fairly quick progress in this important matter.

All of these things mean that we are making real advances in the development of a comprehensive and co-ordinated - and really national - library service. A lot of hard, practical work has been done, and the plans for the future are based both upon experience and upon an understanding of our national aspirations. Of course, we have a very long way to go, and it will be many years before we can say that any literate Tanzanian can easily get a regular

supply of library books. I am also forced to say that we shall probably not be able to go ahead as quickly as we would like, because even when a library service is run with the utmost economy, it still costs quite a lot of money. This year, for example, the running costs of our library service amount to Shs.1,474,000/-. The balance has been made up by contributions from Local Authorities, by grants from Britain, and by gifts from other bodies - including the Tanga Region King George VI Memorial Trust. The latter, as well as the K.N.C.U. also gave all the books and equipment from their subscription libraries to the National Library Service. These costs will go up as we expand - but we must expand nonetheless.

This is very important for our whole future. For a public library should not just be a place where books can be borrowed. It must also be a centre for much wider educational and cultural activity. A library should be one of the centres for adult education work of all kinds - ranging from the promotion of the desire for literacy by story-telling and discussions, to the erudite lectures of visiting professors! In our country the libraries also have an important role to play in overcoming one of their own limitations; for a good librarian backed by a good library can encourage people to write books as well as read them! Our traditional stories and histories can be written in Swahili so that the whole nation can read them; personal experiences which are of wider interest can be written as a story or a book; knowledge gained through practical development work can be written down so that it is shared.

Other kinds of activity can also be centred on a library. I notice, for example, that this building contains an open air stage, which I take to be an indication of the desire to develop African drama. Or again, every library plan I have so far been shown has an Exhibition Room which can promote the further development of our traditional crafts of wood-carving and decorative painting. All these things mean that we can make our libraries into real cultural and community centres. It is up to us to provide them, to help them develop, and to use them to the full.

Your Excellencies, Ladies and Gentlemen, there is only one other thing I wish to say today. That is to say thank you and congratulations to all those who have so far been involved in the work which has been done.

You and your colleagues on the Library Board, Mr. Chairman, have drawn up policies and programmes which will in due course be of great service to our nation. We are indebted to you.

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To you, Mr. Librarian, and to your very small staff, I would also like to express gratitude on behalf of the Government and people. Services such as you are already providing - to say nothing to the development of new ones - mean a very great amount of detailed, and perhaps monotonous, work which is concealed from those who just take advantage of the opportunities offered. The small number of professional librarians, and the amount of training of Tanzanians which you are undertaking, means that the responsibility of every individual is very great indeed. I can only say that we appreciate your work.

I would also like to express our appreciation to all the many individuals and institutions, both at home and abroad, who have contributed books, money, or labour, towards the development of the Tanganyika Library Service. It would be invidious to name any one person or group, but instead I would like to give everyone an assurance that the Tanzania Government will continue to give to the work you have started all the support which is within its power. We hope that we shall continue to receive assistance from our friends, both in money and in skilled manpower. But we shall never use any contribution as an excuse to reduce our own efforts. For the Library Service of this country is important to us; we believe it will play a vital role in the development of a rich and fruitful life for our people and our siciety.

Mr. Chairman, Ladies and Gentlemen: when I formally open this building today, on the sixth anniversary of our independence, we shall be taking a further step towards the fulfilment of the goals we set outselves in 1954, at the beginning of Tanu. For we shall be marking the beginnings of another opportunity for self-improvement, and dignified enjoyment, by the citizens of our free country. We can be proud that we have achieved so much, even while we remain conscious of the work which remains to be done.

(ii) Extract from the Annual Report of the Tanganyika Library Services Board 1966/67.

Libraries have no single aim: their purposes are multifarious. They provide opportunities for self instruction and further education and help to fill the gap caused by the shortage of schools and colleges. They are the indispensable workshops of educational programmes of all kinds, and the essential sources of reference and information for commerce, industry, and the community at large. Without them adult literacy programmes lose much of their effectiveness and the people are deprived of a valuable means of recreation.

These facts merely underline the crucial, but not always readily appreciated role that libraries have to play in the development of the nation. It is all too easy to assign high priorities to schools, to agricultural projects, and to new factories and to overlook the wastage of human and economic resources that can result if the participants in these development schemes are denied access to books. The fountain must flow freely: libraries must be developed as an integral part of an overall programme.

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In no field is this more important than in the formal education system. Educational theories will come and go, new and better methods of imparting knowledge will be found, teaching machines and audio-visual aids will play an increasingly important part. But education is concerned with much more than the transmission of facts - its proper concern is with the awakening of a child's interest, with teaching him how to find out and how to think for himself.

Only if education succeeds in these aims can it justify its claim to be the basic investment for economic and social progress, and in spite of all the advances of modern science books are still the indispensable tools for the achievement of these goals. But merely to expose children to books is insufficient.

If full value is to be obtained from a school library, if a child is to be taught how to satisfy a searching mind and how to choose material from the wealth available, then the collection must be well selected, well organised, and properly housed and administered. These requirements are doubly essential when financial resources are limited.

The belief in the value of books and libraries which already exists in the minds of many educators must therefore be directed in such a way that the school library system of Tanzania is developed and strengthened in a logical manner, linked at every point with the growing public library system, so that the resources of both can give the support which the expanding educational programme demands. To see the many different school libraries which exist at the moment as part of a single, co-ordinated service is no easy task and though much basic groundwork has now been completed, real progress has been disappointing.

While every attempt must be made to strengthen the library services in this vital sector any development must be paralleled by an expansion in the provision of public and special library services. Happily the Government has shown a willingness to allocate the necessary finances to meet the running costs of a potentially strong library service, but capital funds have been harder to find and the Board's development programme is now lagging seriously behin schedule, despite the encouraging progress made with new libraries for Dar es Salaam, Bukoba, Mwanza and Iringa.

Efforts will continue to attract additional assistance from external sources, similar to the munificent gift received from Denmark during 1966, and the Board is doing what it can to husband its resources to finance future development.

Is it too much to hope that additional capital funds can be found from within Tanzania? But whether the money is raised within the country or comes from abroad the question of balanced development remains important. Care must be taken to ensure not only that all types of institutions are provided with the libraries they need and that these are co-ordinated into an organic, unified service, but also that buildings are not established without books, nor books and buildings without the trained staff essential to their full and economic use. In this last respect at least solid progress has been made and the Board takes proper pride in the large number of Tanzanians who are now undergoing professional training.

15/16

B. A LIBRARY SERVICE FOR ADULTS

How to join the Library

Membership is free. Anyone may join the library by completing a membership form at the library provided that he undertakes to obey the library rules and regulations which can be shown at the reader's request. Before borrowing books you must produce acceptable proof of identity and address (usually a driving licence, worker's identity card or Post Box Renter's authority card) or you must be guaranteed by someone who is already a member. If you cannot do this, you will have to wait until you recieve a post card through the post requesting you to come to the library and collect your two tickets. You may borrow books as soon as you receive them.

Persons staying in Dar es Salaam for six months or less and who are in possession of tickets from any of the Tanganyika Library Services branches may use them to borrow books. Visitors with no tickets may borrow up to two books on payment of a Shs.10/- deposit per book. This will be refunded when the reader returns his books for the last time.

Borrowing books

When you have completed your membership card and have been issued with two tickets, you can choose your books. Each reader may borrow two books at a time. Books are normally issued for two weeks although in some circumstances e.g. school holidays, it may be possible to arrange for an extended period of loan.

Renewal of books

If you have not finished reading a book within two weeks, you may renew it for a further two weeks, if it is not required by other readers. This may be done by bringing the book to the library, by sending details by post, or by telephoning. If renewing by post or by telephone, please give the following details:

1. Author, title and number on the spine of the book, if any.
2. Date due for return.
3. Your name and address.

Returning books

When you return your books you will be given a ticket for each book returned. If you are not borrowing more books immediately keep these tickets in a safe place, as they must be brought to the library whenever you wish to borrow books. Books should be returned on or before the last date stamped on the date label. No fines are charged for late return of the books but readers who persistently keep books out for longer than two weeks may have their membership suspended.

C. A LIBRARY SERVICE FOR SCHOOLS

When the Tanganyika Library Services Board was established in 1963, it was intended that a service to schools should be an integral part of a total library service to the country. This was in line with the specific recommendation of the Hockey Report of 1960 which recommended the main lines of library development in the three East African countries.

Late in 1965 a school and children's librarian was appointed to the Tanganyika Library Service. As part of her duties she undertook a survey of the state of school libraries with the purpose of recommending methods of strengthening and developing these libraries.

A Unesco school library adviser was appointed in June 1968. The terms of reference were to establish a model school library, and to give advice and assistance to teachers.

The intention is that the library should serve as a demonstration of a good school library satisfying the educational and cultural needs of the school in which it is placed.

Good school libraries administered by teacher/librarians with a knowledge of books and an enthusiasm and ability for encouraging pupils to use and enjoy books can contribute greatly to the development of all users. Guided by teachers, pupils can find out how to select and evaluate information from a variety of different sources, and develop self-reliant study habits.

In addition, good school libraries can help to lift pupils out of the narrow academic groove leading only to coveted examination passes. Books can enlarge mental horizons and equip pupils with a knowledge and a feeling for the complex society and world which is their inheritance. This will help them to become citizens who are aware of the objectives of the society in which they live and able to contribute to it.

In addition, there is a place for books which will stimulate the imaginative and creative faculties of young people and contribute to their total development.

The selection of a bookstock fulfilling the above criteria and applicable to the conditions of this country is not a simple matter. Here, as well as with other aspects of the plan to help teacher/librarians, the support and advice of educators in various fields will be needed.

International Literacy Day served to focus attention on the need for a literate society to meet the challenges of this century. It is well known that a proportion of illiterates are those who have had a certain amount of education but have relapsed because they have not made continuous use of the skills acquired at schools. Pupils who leave school accustomed to using libraries are not likely to join those who have lapsed into illiteracy or sub-literacy.

Education is a continuing process from primary school into the rest of life. The recent conference on Education and Scientific and Technical Training held in Nairobi under the auspices of Unesco and OAU emphasised the need for a greater emphasis on primary school development, if there is not to be an alarming increase in illiteracy. The development of primary school libraries must therefore receive high priority and should follow as closely as possible on that of secondary schools.

The second part of the Unesco school library adviser's assignment, the giving of advice and assistance, covered a very wide field indeed. This included everything from book selection to the actual organisation of school libraries.

A weekend course for teacher/librarians in Mbeya in 1968 held with the help of the Regional Office of the Institute of Adult Education and in connection with a British Council Book Exhibition emphasised the need of teachers for help in establishing and organising their libraries. Although it was expected that a modest number would attend the course, the course lecturers (the school and children's librarian and the Unesco school library adviser) were almost overwhelmed by an attendance of more than 40 people.

There were two major needs expressed by course members. The first was for help with book selection. Teacher/librarians clearly wish to make the best use of the funds allocated to their libraries. Few have access to book shops carrying a wide range of material suitable for schools.

It is intended that a list of the books placed in the model school library should serve as a buying guide. In addition, the Tanganyika Library Service has made a start on an exhibition collection of books suitable for school libraries. In time, when funds become available for a mobile exhibition van, this collection will be taken to remote parts of the country for examination by teacher/librarians.

The second basic need expressed by teachers at the Mbeya course was for training in the techniques of effective organisation, which made it possible to teach pupils how to make a maximum use of the library.

The whole question of the training of teacher/librarians is under serious consideration. Two types of training seem to be necessary. The first is a permanent training course scheme which will produce a regular supply of teachers able to run good school libraries. The second is for courses which will give immediate help to teachers already in the schools.

Undoubtedly a holiday course, centrally held, would help these teachers, many of whom have had little experience of libraries. The advantage of a centrally held course is that it would reach a more representative selection of teachers than locally held courses could. There would be the additional advantage that a greater variety of lecturers could be called upon to give different viewpoints.

21/22

In the meantime, over the past year or two, the Tanganyika Library Service has given immediate first aid to certain schools. Temporary secondment of staff to a school has helped to set more than one school on its feet. In areas where there are branch libraries, the branch librarians have often been able to give substantial help.

Ultimately there must be a centralised service to schools, though the realisation of this is probably some years off. A centralised service would help schools by undertaking activities such as placing book orders and offering a centralised cataloguing and processing service. This would free teacher/librarians from a considerable amount of routine and professional work in the library. They would then be able to devote their time and energies to the most important aspects of their work - the selection of the best possible book stock for their schools, and assisting pupils in making the most productive use of their school libraries.

K.E. Frost.

The school mobile library service

It is intended that the new service which started in 1971, should build on the work that has already been carried out by the Unesco School Library Adviser and the Tanganyika Library Service in establishing model school libraries in Dodoma, Morogoro and Iringa . These school libraries will be used as training centres for the teachers in these three regions, so that the schools will make full and effective use of the books that they will receive as loan collections from the Library Service. The books will be delivered by a mobile library thus allowing the teachers to make their own choice of the stock best suited for their own school, and the number of visits in each school year will be planned so as to ensure that the collections are kept in good condition, by injection of fresh titles and by the assistance which the librarian in charge of the vehicle will be able to give, on the spot, during the visit.

As experience is gained with this service and as more capital funds become available for the purchase of additional stock at a later stage in the development programme, it is hoped to extend the service to selected primary schools, particularly in locations where the schools can provide some form of public library service.

The items which can best be provided as part of a centralised scheme operated by the Tanganyika Library Service are:

(1) A multi-purpose mobile unit which would be used, not only for direct loans to school children but also for conveying the exhibition collection and bulk loan collections to schools.

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(1) A multi-purpose mobile unit which would be used, not only for direct loans to school children but also for conveying the exhibition collection and bulk loan collections to schools.

(2) The stock required for the mobile unit when in use as a mobile library to serve children.

(3) The stock required for bulk loans to schools to improve the effectiveness of secondary school libraries.

(4) A stock of carefully selected books judged to be suitable for purchase by secondary and primary schools for use by teachers when selecting books for purchase and in training in book selection skills.

School libraries are another area where the National

Considerable possibilities exist for the joint development of the rural and school library services. Not only should it be possible to utilise the school mobile unit on occasions for direct service to villages, but the stock should be to a large extent interchangeable and where schools are conveniently located they might well be used as joint school/public libraries.

D. A LIBRARY SERVICE FOR CHILDREN

Children all over the world appreciate a place of their own and the children of Dar es Salaam prove no exception especially when it is a question of enjoying the amenities offered by the children's lending and reference library.

The children's library is a separate department on the ground floor of the National Central Library and offers one of several services to the residents of Dar es Salaam. Working in the children's library are two professional children's librarians and four assistants who help to provide a library service especially for children.

The library is open Monday to Friday from 9.30 a.m. to 12.30 p.m., 2.00 p.m. to 6.30 p.m. and Saturdays 9.30 a.m. to 12.30 p.m. During these hours the children are free to use some or all of the attractions offered.

They may wish to come and borrow books which are arranged to suit the various needs and tastes of children - picture books for the very young, easy reading books for those beginning to read or for those who want to be read to, more lengthy stories of fantasy, legend, school escapades, life in different countries, science fiction or exploration for those who enjoy the challenge of a longer book.

There are also books for those who wish to read more deeply about facts learned at school or who want information concerning the latest hobby. These again range from the very simple to those for secondary school students, containing clear diagrams, good indexes and ideas well presented, printed on strong paper in clear type.

For some children the library has become a quiet refuge where they can come and do their homework and for this group there are a collection of reference works - encyclopaedias, dictionaries and atlases - arranged around tables and chairs where they can sit quietly and study.

Making sure that the staff in the children's library know the books well enough to advise and discuss them with the children is given due importance. Each week all the children's library staff meet to critically review the new books being added to stock in a determined effort to build up a collection of books suitable for the children of Tanzania. A child may join the library whenever it is felt by the parent that the books will interest or benefit him. To become a member of the children's library only requires a parent or guardian to accompany the child in the first instance, and the registration formalties are kept as simple as possible. Once the application has been accepted the child may come to the library on his own.

Once membership to the children's library is established there are several extra activities that may be enjoyed. Every Wednesday at 3.30 p.m. one of the children's library staff organises a story hour. This is mainly for younger children and is held in the courtyard of the library where no one can disturb the flow of the story or the chance to exclaim with delight at the sight of the accompanying illustrations. A junior readers' club for older children meets fortnightly to talk about new books and to produce a library magazine. On a more formal basis the children's librarian is also responsible for talks to local schools about books and the use of the library, these taking place in the library or at the school.

Children being children, have not yet learnt to care for books or to use the library to its full extent. Extra patience is required to help these children and to teach them a full appreciation of this social and educational service An attractive and spaceous children's library, a place which belongs to them and where they feel free to come whenever they want to look at books to read to themselves or to discuss with each other the weeks' choice is one way in which fluency, knowledge, and understanding one another, can begin to have effect.

E. TAKING BOOKS TO THE RURAL READER

(1) <u>The Postal Library Service by G. Chelelo.</u>

The predecessor of the present postal library service was the East African Literature Bureau which operated a postal library service sending books to individuals as far back as the early 1950's.

Entrance fee in those days was by payment of 20/- of which 10/- was a deposit refundable on demand if the reader ceased to use the service and the remaining 10/- was a non-returnable entrance fee. These fees were later revised when the Tanganyika Library Service took over the service and today the only financial transaction is a sum placed on deposit which is refunded in full when the service is no longer used.

When the library services formerly operated by the East African Literature Bureau were transferred to the Tanganyika Library Service in 1964 the postal library service became a responsibility of the Headquarters Library in Dar es Salaam and was incorporated in to the overall comprehensive library development plan for the country.

Planned development has concentrated on the establishment of branch libraries in areas of concentrated populations but even after this building programme is complete the postal library service will still continue to give an indispensable service to people living in the truly rural areas which are remote from any po nt of access to books.

Perhaps this extension activity, as professional librarians call it, is in line with one of the statements attributed to a famous Indian librarian who said "Books are for use - to every reader his book".

The postal library service is a free service designed to satisfy the literary needs of people who live in those places without library facilities on mainland Tanzania. Today the postal library service has an active membership of 312 postal readers from various parts of the country.

These readers fall largely into four distinct categories: students, school teachers, clergymen and Government officers. They all have one thing in common, they are enjoying a library service which if properly exploited can do a tremendous amount of good towards the creation of intelligent and well-informed citizens.

When a person writes to enquire about the procedure for membership and the way in which books are borrowed through the postal library service he receives a standard duplicated letter outlining the essential details concerning the service.

Also enclosed is a membership form and the reader is asked to complete the form and return it to the Tanganyika Library Service in Dar es Salaam accompanied by a deposit of Shs.10/- for each reader's ticket issued to him. A reader may ask to have up to four tickets for a total deposit of Shs.40/- and with these he may borrow four books.

Empbasis is always laid on the fact that the deposit is not a payment for the service, it is only retained during the time that a reader is making active use of the postal library service and if, for example, he is transferred by his employers to a town where library facilities are available his deposit is refunded because postal library services are not extended to people who have ready access to a proper library.

The only time that forfeiture of a deposit takes place is in cases where readers fail to return books.

Once a reader has been registered he is sent a special request form on which he is asked to indicate what books he would like to receive. This is usually done by listing actual authors or titles of books but if these details are not known there is a section provided on which the reader can list the name of the subject or subjects which are being studied.

The latter point helps in the selection of the right books for the reader, particularly in cases where alternative titles have to be supplied in order to satisfy the reader's needs. It is rare that difficulty is experienced in finding books to satisfy requests because the full resources of the National Central Library are available to the postal library service.

Once the selection process has been completed, the books are packed for despatch by post. Each parcel includes

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All books loaned to postal readers are recorded on individual reader's loan record sheets. These records are useful because they provide the librarian with a reader profile, which is a reasonably accurate picture of the general reading interests of each postal library service member. It also acts as a safeguard against any reader inadvertently being sent a book that he had already borrowed on a previous occasion.

One problem that remains with the postal library service is in trying to help the reader to be aware of the material at his disposal. The usual way is to provide a catalogue of the library holdings and in the very earliest days of the postal library service a printed catalogue was available to postal library service members.

Unfortunately the natural growth of the Tanganyika Library Service means that a printed catalogue would very rapidly become out of date. Books are constantly being added to stock and worn ou outdated material withdrawn from circulation.

To meet the need the postal library service has started to issue a series of subject lists, commencing with those subjects in which there is the heaviest demand.

The subject lists must be produced cheaply and quickly so that they can be easily replaced when they become out of date. Readers were encouraged to list those particular subjects which were of special interest to them and already lists on the following subjects have been issued :
1 Economics, 2 African Fiction, 3 English, 4 Mathematics, 5 Politics and two lists of books for school libraries.

It is not very easy for the librarian to assess the impact of the postal library service on his readers. The postal library service by its very nature must remain an impersonal service. The librarian never meets his readers and must therefore deduce what he can from occasional letters received from individual readers.

Certain obvious facts emerge immediately, the average postal library service user is not concerned with light or recreational reading, he concentrates on books which will educate himand help him with his studies.

This is just one of the guidlines which the librarian must follow in selecting what he hopes will be the ideal book. The reader might reveal that he is studying for a particular examination of course and a little research will show the standard or level of material that he is likely to require.

(2) <u>The Book Box Service</u>

(a) <u>The old system by Helen Nation, C.U.S.O.</u>

A person does not have to live in Dar es Salaam or the large towns to enjoy the benefits of library service. By means of its book box exchange department, the Tanganyika Library Service can reach out to all parts of the country to serve groups of citizens who have no local branch

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Each month many cartons of books move out by road and rail from the National Central Library in Dar es Salaam to a variety of centres all over Tanzania. Government primary and secondary schools in such places as Tarime, Korogwe, Masasi, Manyoni, Malangali, Tukuyu, Sumbawanga, Biharamulo, and others receive book collections to aid their studies.

More than 20 prisons of all types are steady customers. Community centres at Kibondo, Kilosa, Nyalikungu, Lindi and and Mafia have taken part in the scheme, as well as the Rutamba and Mwesi Highlands Rufugee Settlements, and the Kigoma, Tabora, and Dodoma railway clubs.

14/.....

These groups make use of the books to provide educational and recreational reading for their members. Larger company libraries such as those at Williamson Diamonds Ltd. and the Kilombero Sugar Co. obtain hundreds of books for their employees, and the Kindwitwi Leprosarium at Utete receives a bookbox for its patients. Over 80 centres in all take part in the book box exchange service, and the number is increasing each year.

The Tanganyika Library Service maintains a special bookstock to serve the needs of the exchange service. Books on a wide variety of subjects are available at levels suitable for the beginner or the advanced reader. There are large numbers of easy English readers to aid students of English, and the library service makes every effort to meet the great demand for Swahili books. A collection is chosen carefully to correspond to the expressed needs of the particular group of readers it is destined for.

The exchange section is staffed by a professional librarian and a library assistant, who are kept busy selecting packing, and despatching books, and checking returned collections. Much time also is spent on correspondence with the many member groups. The wear and tear of travel makes frequent book repairs very necessary to keep the stock in good condition; the exchange section probably does more repairs than any other library department.

If a centre is interested in taking part in the exchange service, it must fill out an application form, promising to fulfill certain conditions, and providing a reliable sponsoring authority who will take the final responsibility for the safety of the books.

Recently, in an effort to make books more widely available the Tanganyika Library Service has abolished all hiring charges, and now a group borrowing books is only required to deposit one shilling for each book, and this is refunded when the books are returned and a group withdraws from the scheme. Thus for example it is possible for a group of readers, wherever they live in mainland Tanzania, to borrow a collection of a hundred books for an outlay of only 100/-. The books can be exchanged each year without further cost, and the collection enlarged whenever additional funds become available.

(b) <u>The new system by M.H. Jaffer</u>

The Tanganyika Library Service offers a collection of books on loan <u>free of charge</u> to any Ujamaa village, school, community centre, prison or other responsible group which is willing to comply with the regulations summarized with the application form.

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<u>Size of collection</u>. Initially each centre will receive a collection of 150 books. If any centre needs more than this number of books it will have to write to the Director explaining the reasons for needing more books. Each case will be judged on its merits.

<u>The kind of books offered.</u> The Library offers a wide range of books on various subjects and levels of reading. We have Swahili books, easy-to-read books, children's books, adult books and fiction books. Books are available on a variety of subjects - agriculture, cookery, geography, history politics, science, etc. We also have many novels and story books. The collection is continuously being replenished and enlarged.

15/.....

The exchange of the collection. The centre is required to exchange its collection once every year. The Library Service pays the transport charges for one exchange every year.

Additional exchanges. For any additional exchanges desired the centre will pay transport charges both ways.

Sponsoring authority. Each centre must have a sponsoring authority which must be approved by the Tanganyika Library Service. The sponsoring authority is responsible in the final instance for :

(i) ensuring the centre complies with Tanganyika Library Service regulations;

(ii) ensuring that the use of books is provided free of charge;

(iii) ensuring that all payments incurred by the centre for lost and damaged books are made. If the centre is unable for any reason to make such payment, then the sponsoring authority is required to do so.

(iv) ensuring the return of all books if at any time the centre decides that it no longer wishes to have a collection.

Because of the above responsibilities, it is desirable that the sponsoring authority exercises some supervision over the centre. Once a sponsoring authority has signed and stamped the official application form, it is assumed that all attendant responsibilities have been accepted.

Examples of acceptable sponsoring authorities are the District Education Officer, the Regional Education Officer, the Ministry which has authority over the centre, or the acknowledged representative of the Ministry concerned.

Lost or damaged books. In the case of lost books the full replacement cost will be charged. In the case of damaged books the cost will be fixed after an assessment of the damage has been made by the Exchange Librarian and may equal the full cost of the book if the damage is extensive.

Although the sponsors are held responsible for books lost or damaged while in their care, they will usually recover payment from the individual reader who loses or damages the book. However, when payment cannot be recovered from the reader the sponsors assume full responsibility to pay for the lost or damaged books.

Loss or damage of books in transit from the centre to the Library Service, if caused by careless packing, must be paid for by the centre.

Remittances for lost or damaged books may be made by cheque, postal order, properly authorised voucher, or cash. If payment is made in cash it must be sent by registered mail or delivered to the Library Service by hand. An official receipt will follow after payment.

(3) The Rural Mobile Library Service

Libraries on wheels by E.E. Kaungamno, Director of Library Services.

It is estimated that 96% of the people of Tanzania live in rural areas where social amenities are not only inadequate but are also not as good as those found in towns. As everybody knows, the Government's new policy is aimed at helping this "forgotten and under-privileged other Tanzania" by providing it with as many adequate social facilities as funds can possibly permit.

The Tanganyika Library Services Board in its efforts to carry out the Government's policy has decided that during the second Five Year Plan (1969-74) more emphasis should be put on the expansion of library services into the more rural areas of the countryside.

The problem of providing rural areas with books has been and will be tackled in two ways:

First bookmobiles will be used for offering direct services to isolated groups of houses and small villages without suitable accommodation for static libraries or library centres.

Second, while mobile libraries are likely to serve the library needs of smaller villages, they will probably prove inadequate for the larger isolated villages. It is intended that such villages should have permanent library buildings which will house a collection of books and provide space for study and reading.

The Tanganyika Library Services Board has recently acquired two bookmobiles which have been donated by the Government of the Federal Republic of Germany. The bookmobiles are designed to carry books on shelves from which books are chosen by, and issued to readers directly and whose services will compare to a part-time branch library or sub-branch library. The mobile units will be based on libraries from which they will be able to draw supplies and replenish their bookstocks as well as make use of professional staff.

In many parts of the world bookmobiles have been regarded as an integral part of a national library service. They have been recognised as important agencies for distributing books to rural people. In a country such as Tanzania which is so vast in size and whose population is very widely scattered mobile libraries have a very important role to play.

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A mobile library service has been found to be a useful temporary expedient in small communities where it is neither economic nor desirable to have a permanent building with its own bookstock. In Tanzania, in particular, where it will take many years to build sufficient branches, bookmobiles will provide an indispensable stop-gap measure.

Furthermore, mobile libraries have been used to test the demand for books for rural readers and consequently it has been possible to locate possible suitable sites for future branch libraries. Unlike permanent library buildings, whenever the demand for books has dropped drastically vehicles have been withdrawn from the sites without any difficulty.

What are other advantages of mobile library services vis-à-vis fixed library centres or branch libraries?

Mobile libraries can carry their "roving bookstock" to remote places which are very far from the nearest branch library.

Unlike fixed branch libraries, the more informal, friendly service given by the bookmobile encourages and arouses interest among readers. As someone has rightly pointed out "there is probably a larger percentage of readers advisory service at the bookmobile than at any other library agency. To many people overcome by the formality of large unfamiliar buildings, the bookmobile is an obvious and simple agency. It goes close to the homes of the people. Red tape is cut to a minimum".

The service offered by a bookmobile is much superior to that given by a library centre. To a large extent this is because the mobile library bookstock can be changed more frequently, usually once in two weeks and different books can be obtained from a nearby branch library which has a much bigger stock. Undoubtedly one of the greatest contributions that the bookmobile can render to the library service is by making professional staff mobile. The mobility enables even the remote areas to receive approximately the same quality of service as found in urban libraries.

The bookmobile if painted in attractive colours and if lettered conspicuously can be a good publicity agency for the library service. This is particularly important in Tanzania where the national library service is a new thing. People must be aware of what library facilities exist before they can make use of them.

And now for the disadvantages of the mobile library service. The time element is one of the bookmobiles serious limitations. Borrowers can exchange their books usually once in a fortnight and they are allowed only a few minutes to select new books. Furthermore time schedules for bookmobile visits are rigid and not wholly satisfactory. Ideally the bookmobile visits would be made when most people are at home, usually in the evenings or on holidays. Finance and lack of staff make such a service impossible. In defence against the rigid timetable of the bookmobile it must be realised that for the efficient operation of the service the mobile library must without fail visit the <u>same place</u> at the <u>same time</u> on the <u>same day</u> of the week. The argument that people in the villages cannot adhere to the time table does not hold water at all. As long as there is ample publicity as to where and when the mobile can visit a

vis-a-vis fixed library centres or branch libraries?

Mobile libraries can carry their "roving bookstock" to remote places which are very far from the nearest branch library.

Unlike fixed branch libraries, the more informal, friendly service given by the bookmobile encourages and arouses interest among readers. As someone has rightly pointed out "there is probably a larger percentage of readers advisory service at the bookmobile than at any other library agency. To many people overcome by the formality of large unfamiliar buildings, the bookmobile is an obvious and simple agency. It goes close to the homes of the people. Red tape is cut to a minimum".

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Regarding the criticism that the bookstock of a mobile library is very much limited in scope and that the service offered is not worth the money spent on it, one could also argue, if I may use another analogy, that a small clinic is useless because it provides no advanced surgery.

In conclusion, the mobile library service is one of the ways in which the Tanganyika Library Service is trying to extend library services to all places in Tanzania. At present books are brought to rural readers through branch libraries, the book box service and the postal library service. It is hoped that such services will go a long way towards implementing the policy on adult education.

Mobile libraries are already operating in Tanga, Mwanza and Kibaha.

(4) Books for adult education

The Tanganyika Library Service has, in addition to its normal duties, processed 15,000 books for the sixty District Education Officers (Adult Education) and 18,000 more books will be supplied to the officers by May 1971 making a total of 33,000 books. It is anticipated that such services will continue during the coming years. With more emphasis on adult education and particularly because of the President's New Year Message concerning the eradication of illiteracy by December 1971 in Ukerere, Pare, Kilimanjaro, Mafia, Masasi and Dar es Salaam, the Tanganyika Library Service will participate more and more in the provision of books and professional advice to all these areas. The major drawback is, of course, lack of money. The Tanganyika Library Service cannot take an active part in the adult education programme with the present funds which are specifically for running the services outlined before. The present services alone require more money than has been allocated. Needless to say, the Tanganyika Library Service will obviously have to get an additional subvention or special funds for the adult education programme.

Dar es Salaam
26th March, 1971